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ABSTRACT

Research was undertaken to enhance the ability of superintendents in public school districts without vocational directors to administer vocational programs effectively. Two objectives were identified: To determine the tasks which must be performed and the administrative functions employed for their accomplishment, and to present alternative model modules for use in preservice and inservice training of superintendents. Superintendents (162) were interviewed to identify the important administrative tasks and how they are accomplished. A second sampling was drawn from other superintendents in the same population to determine whether the tasks were in fact the tasks most frequently performed by them. Principals, vocational teachers, and vocational counselors were also interviewed. Twenty-four tasks were identified as being important, and superintendents generally agreed upon the methods used to accomplish these tasks. The second phase interviewees generally agreed that the tasks were in fact performed in their districts, but considerable disagreement emerged about the methods used to accomplish the tasks. Based on these findings, 24 modules were developed for use as models to assist in the development of preservice and inservice programs to assist superintendents in acquiring the necessary competencies. Four of the models and a flowchart for module development are included in the appendix. (The second volume of this final report, bound separately, is a more complete version including all statistical tabulations and tables.) (BL)

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ED142835

Final Report

Project No. 498AH50136
Grant No. G007500440

John R. Hoyle, Project Director
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IDENTIFICATION OF COMPETENCIES NEEDED BY SCHOOL SUPERINTENDENTS SERVING AS VOCATIONAL DIRECTORS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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May, 1977

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Office of Education

Bureau of Occupational and Adult Education

Volume I of Two Volumes

CE 012 270

The final report has been prepared in two volumes. Volume I is a project overview; Volume II is the complete report including statistical tabulations and tables.

PROJECT ABSTRACT

PROJECT TITLE: Identification of Competencies Needed by School Superintendents Serving as Vocational Directors

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Purpose

The research reported here was undertaken in order to enhance the ability of superintendents in public school districts without vocational directors to administer vocational programs effectively at the local level. Two objectives were identified: first, to determine the tasks which must be performed and the administrative function employed in order to accomplish these tasks; and second, to present alternative module models for use in pre-service and in-service training for superintendents to administer vocational education programs.

Procedures

An interview schedule was developed and interviews were conducted with an independent sample of superintendents in order to identify the important administrative tasks and functions of vocational education. The next phase of the project was designed to determine whether the tasks considered most important by the superintendents in the initial interviews were in fact the tasks most frequently performed by them and to determine the role of the superintendents in their performance. To investigate this phase another independent sample of superintendents was drawn from the same population

and interviewed. During this phase, three other referent groups were also interviewed: high school principals, vocational teachers, and the persons responsible for vocational counseling.

Results

Twenty-four tasks were identified in phase one interviews as being important in administering vocational education. The superintendents generally agreed upon the methods by which they attempt to accomplish these tasks. The respondents in the second phase of interviews generally agreed that the tasks were in fact performed in their districts. However, considerable disagreement emerged about the methods through which the superintendents accomplished the tasks. Based on findings, model modules are included in the report to assist in the development of pre-service and in-service programs for superintendents.

Final Report

Project No. 498AH50136
Grant No. G007500440

Identification of Competencies Needed by School Superintendents Serving as Vocational Directors

John R. Hoyle, Project Director

Texas A&M University

College Station, Texas

May, 1977

The research reported herein was performed pursuant to a grant with the U. S. Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Occupational and Adult Education

DEDICATION

Dr. Raymond P. Perkins

This report is dedicated to the memory of Dr. Raymond P. Perkins, Associate Professor of Industrial Education and Coordinator of Vocational Education Programs at Texas A&M University, who was a leader in the improvement of vocational education administration in Texas and the nation. Dr. Perkins was a valuable consultant to the project and his efforts will be remembered.

Dr. Ray Perkins was probing, perceptive and sensitive, with the wisdom which one finds only in the depth of unselfish devotion and dedication. He dared to ask the many questions which all would ask, but not as one cynical, bitter, or grim; he asked them as one who walks on through shadows, ever so sure that God is ready to bring light and joy.

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The authors wish to express their gratitude first of all to the many school superintendents and other school staff members who gave generously of their time and their thoughtful professional judgment to enable us to collect the data presented here.

We also thank the staff of the Center for Vocational and Technical Education at the Ohio State University for their interest and assistance; in particular to Robert E. Norton, R. Winston Horne, Dessie Page and Charles Whitson. Dr. William Davis of the University Council on Educational Administration (now of Oklahoma State University) helped us greatly to clarify our ideas on in-service training. We appreciate his permission to use the instrument he developed on in-service education.

On our own campus, we acknowledge our indebtedness to Dr. Omer C. Jenkins, Dr. Walter F. Stenning, and Dr. Donald G. Barker for their assistance in solving some problems of data analysis; to Dr. Robert A. Fellenz, who conducted interview training for the project team; and to Dean Frank W. R. Hubert for his support throughout the project effort.

The Advisory Committee and the Consultant Committee to the project were so intimately involved with its development at every step that it seems almost presumptuous to thank them. We are very deeply indebted to them for their input. The strengths of the project are largely attributable to their willingness to devote time and hard work to it; its weaknesses are ours alone.

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Identification of Competencies Needed by School Superintendents Serving as Vocational Directors

INTRODUCTION

Background

Since the passage of the Vocational Education Act of 1963, enrollment in secondary school vocational education programs has grown steadily from 6,487,446 in 1971 to 8,800,000 in 1976. The projected enrollment for 1985 is 12,000,000.

The task of administering vocational education programs is made more complex, not only by increased numbers, but also by recent changes in the role and scope of vocational education. Increased attempts are being made to serve the special needs of women, adults, ethnic and racial minority groups, the educationally disadvantaged, and the handicapped. At the same time, the job market for unskilled workers is shrinking rapidly; an increasingly technilogical society requires a more highly trained work force. No longer the special preserve of terminal students, secondary vocational education programs are now serving students who plan to continue their formal education in post-secondary educational programs. Cooperative vocational programs attempt to help students become more job ready by placing them in on-the-job training stations while they are still in school.

Pre-service and in-service programs are helping train vocational directors to cope with the administrative tasks involved in the growth of vocational education. Yet most vocational programs do not have vocational directors. In Texas, in the 1974-75 school year, there were 942 public schools offering vocational programs; only 199 of these had vocational directors. In the remaining 743, the superintendent had direct responsibility for vocational education. It is to the needs of these superintendents that this study was addressed.

Purpose and Need for the Study

The research reported here was undertaken in order to enhance the ability of superintendents in districts without vocational directors to

administer vocational programs effectively at the local level. Three purposes were identified:

(1) To determine which tasks in the administration of vocational education are considered most important by superintendents in the field.

(2) To determine the managerial functions superintendents use to accomplish the tasks.

(3) To investigate possible modes of instruction to assist the superintendents in gaining competence in the important administrative tasks and functions.

Superintendents must, because of the very nature of the position, be educational generalists. Large districts can and must employ numerous specialists. However, small, and in many cases, even middle-size districts cannot afford to employ specialized personnel. A quality vocational education program requires as much effort and attention as any other quality program. If a superintendent more clearly perceives the tasks involved in the administration of vocational programs, decisions affecting vocational education will be made on a better philosophical and administrative basis.

The 743 school districts in Texas which have vocational programs but no vocational directors or supervisors vary in size from 65 ADA to 19,671 ADA--and from 1/2 to 38 in the number of vocational units. As might be expected, most of the districts are small: 48.9% have less than 500 ADA, 38.6% have from 500 to 1,500 ADA, and 12.5% have more than 1,500 ADA. Very gradually, the number of smaller districts is decreasing, chiefly by consolidation. At the same time, as mentioned above, the enrollment in public school vocational education is growing. The comprehensive long-range goal for vocational education in Texas is "to plan, develop and provide high quality occupational education which is readily accessible to all persons in all communities, which is suited to the needs, interests, and abilities of all persons who participate, and which is realistic in terms of actual and anticipated opportunities for gainful employment" (Texas State Plan, 1974).

Because of the various reasons cited above, this research has chosen to focus on the vital role of the superintendent. It is hoped that the end products of the project have produced information that will

help superintendents and those who prepare them to understand the problems of vocational education administration and how to attack and solve such problems.

Review of Literature

In a review of research on vocational education leadership Miller (1972) wrote:

> In reality, little is known about the training needs of leadership personnel in vocational education. It is possible to list activities under broad categories, such as: administration, coordination, supervision, financing, planning, budgeting, writing reports and proposals, public relations, setting priorities, ad infinitum. While it is necessary that planners of leadership programs be aware of categorical lists, more detailed knowledge about specific application within these roles is necessary.

In the period immediately preceding Miller's report, several studies of vocational education reached some conclusions about the administrative needs of vocational programs. A study conducted by Kaufman et al (1967) found that "the best programs in occupational training and education were in those school systems where the administrative staffs were rated highest in their education, training, and experience in sound principles of vocational education." Vocational programs were found to be weakest in the school systems where the administrators had only academic training.

Somers and Little (1971) stated that vocational education has a number of unique features quite different from the academic courses. These features may make it important for the superintendent or the local school board to know and understand details which may not be important in the academic program.

A study by Law (1966) indicated that a wide variety of administrative positions were involved in the administration of vocational education, and that many administrative duties were carried out by individuals who had no experience in vocational school work. Further, he found that educators preparing to become general school administrators had little opportunity to obtain professional instruction concerning vocational education.

A study conducted in Nebraska by Krepel (1967) indicated that

superintendents and principals tended to hold lower attitudes toward vocational education than toward academic areas. Based on this finding, Krepel recommended that training materials related to the values of vocational education be prepared and used at some point in the preparation programs for administrators.

More recently, several studies of vocational directors have gone beyond the point of general characteristics to the identification of specific tasks and administrative competencies. Ramp's study (1973) outlined seven performance areas as follows: (1) program planning and implementation; (2) staff recruitment; (3) personnel development and management; (4) program operation; (5) program management; (6) management of physical facilities, supplies, and equipment; and (7) public relations. These areas were identified as performances/tasks of local vocational administrators and were further divided into subtopics and competencies.

Edwards (1974) made use of five general areas (general administrative; program planning; personnel; public relations; and student services). The study included some 155 competencies (divided among the various areas) that are needed by vocational directors.

Anderson and Ramp's (1972) study dealt with a total of 158 competencies needed by local vocational directors. Respondents rated the competencies under three somewhat different criteria: (1) competencies gained through course work versus those gained through on-the-job training only; (2) competencies gained through a traditional academic approach versus those gained through a practical approach; and (3) competencies that could be learned before commencing work versus those that are learned after commencing work. Some 57 competencies were identified as ones that could be learned through a traditional academic approach, a fact that caused the authors to conclude that a continuing need existed for pre-service training of occupational education administrators.

Pope (1974) studied administrative competencies which included superintendents, instructional officers, secondary principals, vocational directors, post-secondary deans of vocational-technical education and education service center personnel. While ninety competency elements (39.4% of all items surveyed) were found to be common to all administrators, a careful study of the rank ordering of these items by

superintendents and vocational directors showed many differences between the perceptions of these two groups as to the importance of various tasks.

In the literature reviewed, there is very little which touches directly on the superintendent as vocational administrator. A recent book on leadership in vocational education (Wenrich and Wenrich, 1974) mentions the superintendent only in the general context of his recommendations to the board of education concerning policy-making. On the other hand, books on the superintendency touch only lightly (if at all) on their preparation or functions with respect to specific program areas.

A source which provided the best and most recent information about the administration of vocational education was Local Administration of Vocational Education: Information Sources. The manual was published in 1974 by the Center for Vocational Education at Ohio State University.

METHOD AND PROCEDURE

Procedural Overview

The initial phase of the investigation included an extensive review of the literature, informal interviews with selected practitioners in the field of vocational education (including superintendents, vocational directors, and counselors), and the construction of a preliminary draft of a task inventory, based on both the above steps, to serve as the basis of a structured interview. This preliminary task inventory was submitted to the Advisory and Consultant Committees for review, after which it was revised and pilot-tested. Further revisions were made as necessary after each round of pilot-testing.

The literature search and the informal interviews yielded a list of over 200 tasks of varying specificity. Eventually, 48 tasks were selected for inclusion in a task-function inventory. These were grouped into seven categories: Goals and Objectives, Program, Personnel, Finance, Facilities and Equipment, Communications and Community Relations, and Evaluation and Research. Tasks were to be judged by the superintendents as to their importance and as to the administrative behavior (function) used in their accomplishment.

The interview instrument also included a section on the professional background of each superintendent and a section for data on his school

district. Another section of the instrument consisted of open-ended questions. Consideration was given to questions which might reveal attitudes toward vocational education and to questions about in-service programs.

When forms had been designed for all three sections, the entire instrument was submitted to the Project Advisory and Consultant Committees for review, both as to content and form.

After systematic pretesting and two rounds of pilot tests the first group of interviews were conducted. Fifty-seven superintendents randomly selected from the target population were asked to respond to each task on two scales, one representing their perceptions of the importance of the tasks, the other their perceptions of their administrative behavior (function) in the accomplishment of the task.

The response categories for the dimension of Importance were:

1 = Critical importance (must be done)

2 = Very important

3 = Of moderate importance

4 = Of little importance

5 = Of no importance

The response categories and their definitions for the dimension of Accomplishment were:

1 = Perform (by self)
--Do it oneself, without input from others

2 = Coordinate (by self with others)
--Identify goals; determine policies, procedures, methods

3 = Direct (by others with my direction)
--Guide and supervise the work of others

4 = Delegate (by others alone)
--Assign complete responsibility to someone else (not final responsibility)

5 = Not applicable
--Is not performed in this district

The next phase of the research was designed to validate the data gathered in the previous interviews. Another independent sample of superintendents was drawn from the same population. Once again, superintendents were interviewed. During this phase, however, four significant referent groups were also interviewed: high school principals, two vocational teachers in each district, and the persons responsible for

vocational counseling. Since there were a minimum of three and a maximum of five persons interviewed in each district, the sample consisted of 105 individuals. These referent groups were interviewed to determine if the tasks considered most important by respondents in the first sample were in fact the tasks performed, and if the superintendents' self-perceptions of these tasks agreed with the perceptions of the referent group.

Necessary changes were made in the wording of the tasks and pilot-tested in eight districts. The Accomplishment scale remained the same; the Importance scale was replaced by a Performance scale. The question asked was "Is this task performed in your district?". The response categories were:

Y = Yes

N = No

NK = No knowledge ("I don't know.")

No changes were made in the background information forms; additional open-ended questions were asked to increase the amount of information available concerning the design of training programs.

Interview Procedure

In designing the interview procedure, consideration was given to several factors which might have an effect on the results. Some of these factors had to do with the respondent, some with the interviewer. There was, for example, a concern that superintendents and selected staff on their home ground would be subject to many interruptions which might unduly prolong the time of the interview and result in a drop in attention. Actually, this did not happen. Another matter to be considered was the relationship between interviewer and respondent. The decision was made that the interviewers should approach the practitioners in the posture of learners. The interviewers were four doctoral students in Educational Administration with administrative field experience. Before the interviews began, all team members familiarized themselves, as far as possible, with regulations about vocational education and with its special terminology. Interview training for the team was conducted with the assistance of Dr. Robert Fellenz of the Adult Education Program at Texas A&M University.

The time encumbered in interviewing 105 professionals, each for 90 minutes, was 157.5 hours. The team traveled approximately 17,000 miles during the six-month period. Careful planning by both the interviewers and the respondents kept the interviewers on schedule.

Reliability of the Instrument

Since the instrument was divided into two scales, one for "Importance" and one for "Accomplishment", reliability coefficients were obtained for each scale. On the Importance section of the instrument, the Kuder-Richardson formula 21 revealed reliability coefficients ranging from .29 for task 6 to .90 for task 18.

On the Accomplishment section of the instrument, the reliability coefficients ranged from a low of .16 for task 6 to a high of .95 for task 27.

Since many tasks of both scales had reliability coefficients of more than .70, with most above .60, it was determined by the research team that the instrument as a whole was reliable and could be used to draw valid inferences.

RESULTS

Interviews - First Sample: Important Tasks

The first objective of this research was to determine which tasks in the administration of vocational education are considered most important by superintendents in the field.

After examination of the frequencies of responses to the tasks, it was determined by the research team that a response of Critical or Very Important by 70% or more of those interviewed would be criterion for inclusion of a task in the interview schedule. Sause (1974), in reporting a study undertaken for the New York State Education Department, said:

> The behaviors upon which the largest number of respondents agreed were of paramount concern . . . in this situation, agreement of 70% of the respondents that a competency is necessary was the criterion for developing a basic set of behaviors upon which a competency-based certification might be developed. (p.21)

Therefore, applying the 70% criterion, 24 of the 48 tasks were seen by the superintendents as vital for the administration of vocational

education. The rank ordering of tasks shown in Table 1 shows a break between task 48 (71.9%) and task 19 (63.2%), with only task 33 (68.4%) as a borderline case.

Table 1

Rank of Tasks by Percentage of Superintendents
Who Scored Tasks Critical or Very Important

Task Number	Task Function	Percentage of Total Number of Supts.
25	Keeping staff members closely informed as to what is expected of them.	100.0
1	Identifying purposes and objectives of the vocational program.	98.25
29	Preparing and keeping adequate financial records of all vocational programs.	96.49
37	Insuring that health and safety standards are maintained.	96.49
20	Selecting vocational staff.	94.74
26	Knowing the requirements and procedures for gaining approval and financial support for new vocational programs.	91.23
28	Developing an annual budget for the operation of vocational programs.	91.23
35	Maintaining an inventory of tools, supplies and equipment assigned to vocational programs.	91.23
47	Appraising teachers' performance in relation to instructional goals.	91.23
11	Providing information to students about post-high school vocational training available to them.	87.72
27	Determining local policies to satisfy state requirements regarding purchase and reimbursement procedures.	87.72
3	Developing curriculum to meet objectives for vocational education.	84.21
23	Encouraging vocational teachers to continue professional growth.	84.21
2	Short-range and long-range program planning for vocational education in the school.	82.46
6	Determining courses for which vocational training is to be offered.	82.46
32	Scheduling vocational facilities for maximum utilization by students and teachers.	80.7

Table 1 (Continued)

Rank of Tasks by Percentage of Superintendents

Who Scored Tasks Critical or Very Important

Task Number	Task Function	Percentage of Total Number of Supts.
18	Integrating the vocational with the academic programs.	78.95
24	Encouraging vocational teachers to support professional organizations through membership.	77.19
36	Arranging for maintenance, repair and day-to-day supervision of vocational facilities and equipment.	77.19
31	Developing specifications for equipment to be purchased.	75.44
22	Organizing local in-service training programs for vocational staff.	73.68
30	Developing specifications for long-range needs for vocational programs.	73.68
39	Preparing news releases on activities of the vocational programs for the news media.	71.93
48	Evaluating instructional materials developed by vocational teachers.	71.93
33	Arranging for additional facilities and equipment needed to accommodate expanded enrollments.	68.42
19	Involving the community in the planning of vocational programs.	63.16
7	Securing the services of the Division of Public School Occupational Programs of the Texas Education Agency for program development.	61.4
34	Arranging for additional facilities and equipment needed for technological changes in vocational courses.	59.64
46	Identifying the role and function of the advisory committee and orienting the committee to that role and function.	57.89
12	Assisting in placement of vocational graduates and maintaining placement records.	57.89
9	Developing criteria for the selection of training stations for the vocational cooperative programs.	56.14
10	Establishing exploratory programs at all levels to assist students in making career choices and selecting appropriate preparatory experience.	54.39
13	Developing youth organizations for vocational students.	50.88

Table 1 (Continued)

Rank of Tasks by Percentage of Superintendents

Who Scored Tasks Critical or Very Important

Task Number	Task Function	Percentage of Total Number of Supts.
5	Establishing goals for vocational programs to meet the special needs of minorities, women and handicapped students.	49.12
16	Developing vocational training programs for students in minority groups, women, the handicapped and underemployed persons.	47.37
44	Involving the advisory committee in developing plans for vocational programs.	47.37
43	Establishing criteria for the selection of advisory committee members.	45.61
45	Using the expertise of the advisory committee in making an analysis of an occupational field.	43.86
8	Establishing criteria for admission of students into vocational programs.	42.11
40	Preparing vocational course descriptions for distribution to the school and community.	42.11
41	Conducting occupational surveys from which to develop the vocational program.	40.35
4	Writing a handbook of policies concerning vocational programs.	38.6
14	Developing vocational programs for out-of-school youth and adults.	38.6
15	Analyzing the occupational market in the community for students in minority groups, women, the handicapped and underemployed persons.	38.6
21	Evaluating salary schedules for vocational staff.	36.84
38	Arranging for use of the vocational facilities for groups other than regular students in the vocational program.	29.82
42	Conducting opinion surveys in the school and community to determine attitudes toward the vocational program.	29.82
17	Including the grades below grade seven in the vocational program.	17.54

Table 2 shows the critical tasks grouped by the categories indicated earlier on page 5. All of the tasks in the Finance category and in the

Evaluation category, 83.3% of the tasks in the Personnel category, and 66.7% of the tasks in the Facilities and Equipment category were included in the list of critical tasks. The two categories of Goals and Objectives and Program were represented by small percentages. Only one task in the category of Communications and Community Relations was included in the list.

Superintendents in the studies felt that managerial skill in Finance, Program Evaluation, and Personnel are vital to the effective administration of vocational education programs. Specific administrative tasks of developing goals and objectives and program planning were also mentioned as strong needs of superintendents.

Table 2

"Critical" Tasks by Category of Questionnaire

48 Selected Tasks		Interview Categories	24 Critical Tasks		
Total per Category	% of Sum Total		Task Numbers	Total per Category	% of Sum Total
5	10.4	Goals and Objectives	1, 2, 3.	3	12.5
14	29.2	Program	6, 11, 18.	3	12.5
6	12.5	Personnel	20, 22, 23, 24, 25.	5	20.8
4	8.3	Finance	26, 27, 28, 29	4	16.7
9	18.8	Facilities and Equipment	30, 31, 32, 35, 36, 37.	6	25.0
8	16.7	Communications and Community Relations	39.	1	4.2
2	4.1	Evaluation	47, 48.	2	8.3
48	100.0%			24	100.0%

Interviews - Second Sample: Task Performance

The second series of interviews with a referent group of superintendents, high school principals, counselors and vocational teachers (n = 105) in 24 districts did not include information on how important the tasks were perceived to be. Instead questions were aimed at discovering whether the tasks seen as the most important by the first sample

group of 57 superintendents were indeed the ones that were being performed.

For the most part the results supported the findings of the first sample; that is, the tasks identified as the most important by the first group (Phase II - 57 superintendents) were also the ones actually being performed in the districts of the second sample group (Phase III - 105 referents). Only tasks 20, 22 and 48 showed any significant differences between the two groups, reflecting agreement percentages of 60.0, 49.5 and 69.5 respectively. See Table 3.

Table 3

Frequency Distribution of "Yes" Responses

N = 105

Task Number	Number	Percent	Task Number	Number	Percent
1	95	90.5	27	99	94.3
2	86	81.9	28	93	88.6
3	92	87.6	29	96	91.4
6	99	94.3	30	82	78.1
11	96	91.4	31	76	72.4
18	83	79.0	32	95	90.5
20	63	(60.0)	35	101	96.2
22	52	(49.5)	36	102	97.1
23	92	87.6	37	100	95.2
24	77	73.3	39	98	93.3
25	97	92.4	47	94	89.5
26	93	88.6	48	73	(69.5)

Method of Accomplishment

When the responses on Accomplishment by the first sample group were compared with the responses of the second sample group, using Analysis of Variance, significant differences appeared for 20 of the 24 tasks. Application of Duncan's New Multiple Range Test failed to reveal any consistent pattern of differences. However, the most obvious differences between the perceptions of the superintendents and the referent group were on the accomplishment of tasks number 2, 3, 18, 25, 31, and 47. A summary of these findings is presented in Table 4.

An important finding was that in each of the six most obvious disagreements the superintendents saw themselves as much more personally

TABLE 4

SUMMARY OF ANALYSIS OF VARIANCE FOR PHASE II SUPERINTENDENTS AND PHASE III REFERENT GROUPS:

TASK ACCOMPLISHMENT

	Phase II	Phase III Referent Groups					
Task Number	Superintendent Mean N=57	HS Principal Mean N=24	Counselor Mean N=14	Ag Teachers Mean N=15	HE Teachers Mean N=14	Other Teachers Mean N=14	F
1	2.474^{a}	2.833^{a}	2.929^{a}	3.000^{a}	3.714^{b}	3.571^{b}	5.361^{***}
2D	2.614^{a}	3.125^{b}	3.571^{b}	3.066^{b}	3.214^{b}	3.786^{b}	3.005^{*}
3D	2.895^{a}	3.375^{b}	3.643^{b}	3.733^{b}	3.357^{b}	3.500^{b}	3.041^{*}
6	2.421	2.625	3.214	2.267	2.571	2.786	1.631^{ns}
11	3.509	3.500	4.071	3.200	3.643	3.929	1.736^{ns}
18D	2.789^{a}	3.292^{b}	3.500^{b}	3.600^{b}	3.643^{b}	3.500^{b}	2.915^{*}
20D	1.526^{a}	2.500^{b}	4.357^{c}	3.200^{b}	4.571^{c}	2.929^{b}	16.534^{***}
22D	2.702^{a}	3.375^{a}	4.714^{bc}	3.867^{c}	4.429^{bc}	4.500^{b}	12.454^{***}
23a	2.071^{a}	2.500^{a}	2.714^{a}	2.200^{a}	3.571^{b}	2.714^{a}	3.360^{**}
24	2.088^{a}	2.708^{a}	3.929^{b}	2.533^{a}	3.571^{b}	3.857^{b}	7.252^{***}
25D	1.930^{a}	2.583^{b}	2.857^{b}	2.400^{b}	2.571^{b}	2.571^{b}	7.539^{***}
26D	1.632^{a}	2.500^{b}	2.500^{b}	2.600^{b}	2.714^{b}	2.714^{b}	3.868^{**}
27	1.719^{a}	2.125^{a}	2.857^{b}	2.133^{a}	1.929^{a}	2.786^{b}	4.180^{**}
28	1.982	2.458	2.714	2.533	2.714	2.429	1.574^{ns}
29	1.930^{a}	2.542^{a}	3.500^{b}	2.333^{a}	3.000^{b}	3.143^{b}	5.587^{***}
30	2.351^{a}	2.917^{ab}	3.286^{b}	2.800^{ab}	3.643^{ab}	3.939^{c}	4.138^{**}
31D	2.632^{a}	3.083^{b}	3.571^{b}	3.733^{b}	3.643^{b}	3.143^{b}	3.357^{*}
32a	2.895^{b}	2.708^{a}	3.571^{b}	3.333^{b}	3.429^{b}	2.929^{b}	2.356^{**}
35	3.228^{a}	3.208^{a}	4.143^{b}	3.467^{a}	3.786^{a}	3.857^{a}	3.636^{**}
36	3.158	3.208	3.571	3.267	3.286	3.500	0.689^{ns}
37	2.982^{a}	3.042^{ab}	3.929^{c}	3.133^{ab}	3.643^{b}	3.500^{ab}	3.101^{*}
39	3.368^{a}	3.667^{ab}	3.857^{ab}	3.800^{ab}	4.143^{b}	3.786^{ab}	2.975^{*}
47D	2.439^{a}	2.958^{b}	3.286^{b}	2.933^{b}	3.929^{c}	3.429^{b}	5.029^{***}
48D	2.596^{a}	3.708^{b}	3.714^{b}	3.133^{a}	3.929^{b}	3.929^{b}	6.553^{***}

$^{*}.01 < p < .05$

$^{**}.001 < p < .01$

$^{***}p < .001$

Note—The means with the same superscript are not significantly different at the .05 level according to Duncan's New Multiple Range Test (Steel and Torrie, 1960, p. 107).

involved in the accomplishment of the task than did the others. When the superintendents saw themselves performing or coordinating these tasks, the others saw them delegating the work.

CONCLUSIONS

This study was initiated to assist superintendents and those who train them in improving the administration of vocational education programs. The findings have generalizability, but are primarily directed to superintendents in smaller districts without vocational directors.

A total of 162 educators in the target population were interviewed by members of the research team to determine the most important administrative tasks for quality vocational education programs. These respondents were also asked to describe how the superintendents accomplished each task.

There was substantial agreement among those interviewed concerning the importance of the administrative tasks. There was considerably less agreement about the method by which the superintendents accomplished each task. On the whole, superintendents seemed to perceive themselves as more apt to perform or coordinate tasks than did members of the referent groups who were also involved in their accomplishment. These differences were especially evident on tasks regarding Goals and Objectives.

While this study made no attempt to investigate administrative or management styles, the results may indicate that the way in which the superintendent accomplishes administrative tasks may be in his own unique style. Nevertheless, a concern for maximum effectiveness suggests that management styles, systems, and techniques should be a part of the education of any administrator. If there is no one best way to administer an organization, there are, at least, some theories based on research, as to possible or probable consequences of the adoption of alternative modes. There are, as well, some facets of management needs that are peculiar to vocational education, based on variations in staffing matters, funding sources, and lines of authority.

No differences in task perception were shown to be correlated with school district variables. There were correlations, at the .05 level of significance, only between a background in vocational education and

perceptions of Communications and Community Relations tasks, and between years of administrative experience and Finance tasks. For this reason, training packages, seminars, or instructional units can be designed for across-the-board use, irrespective of the type of school district in which the new superintendent expects to serve or the one he now serves. The units themselves are, of course, individually applicable.

MODEL FOR MODULES

The two dimensions, the tasks themselves and the management techniques needed for their accomplishment, can both be treated in performance-based modules as displayed in the flowchart (Appendix A) and described on the pages following the flowchart. Based on the flowchart, modules for each of the 24 critical tasks can be developed by curriculum specialists to assist the learner (superintendent) in acquiring these necessary competencies. Appendix A includes guidelines for 4 of the 24 modules. Some of the learning packages or modules are concerned with tasks such as goals and objectives of vocational education. Others are concerned with what might be termed overriding skills--those that have to do with communications and group processes.

The design and testing of learning modules or packages is far more practical to close the knowledge breach in the administration of vocational education than merely adding new courses to an already encumbered university certification program.

Most superintendents, because of certification laws, hold a certificate and therefore rarely return to a university for formal coursework. "Distance traveled" or "time required" are the more common comments from superintendents when asked for reasons why they rarely return to universities for formal training.

Well-designed and tested learning modules on the administration of vocational education can easily become an important unit in a traditional course on school administration. The package could also be used by area coordinators or service center personnel in states with regional service centers.

The evidence from the research reported here is clear--superintendents need help in administering perhaps the most important program in

their schools--vocational education. The busy world of school superintendents restricts them from learning and applying the very skills which may help keep America among the world leaders in vocational and technical advancement. The tasks have been identified and the methods for their accomplishment are being developed to provide these necessary skills.

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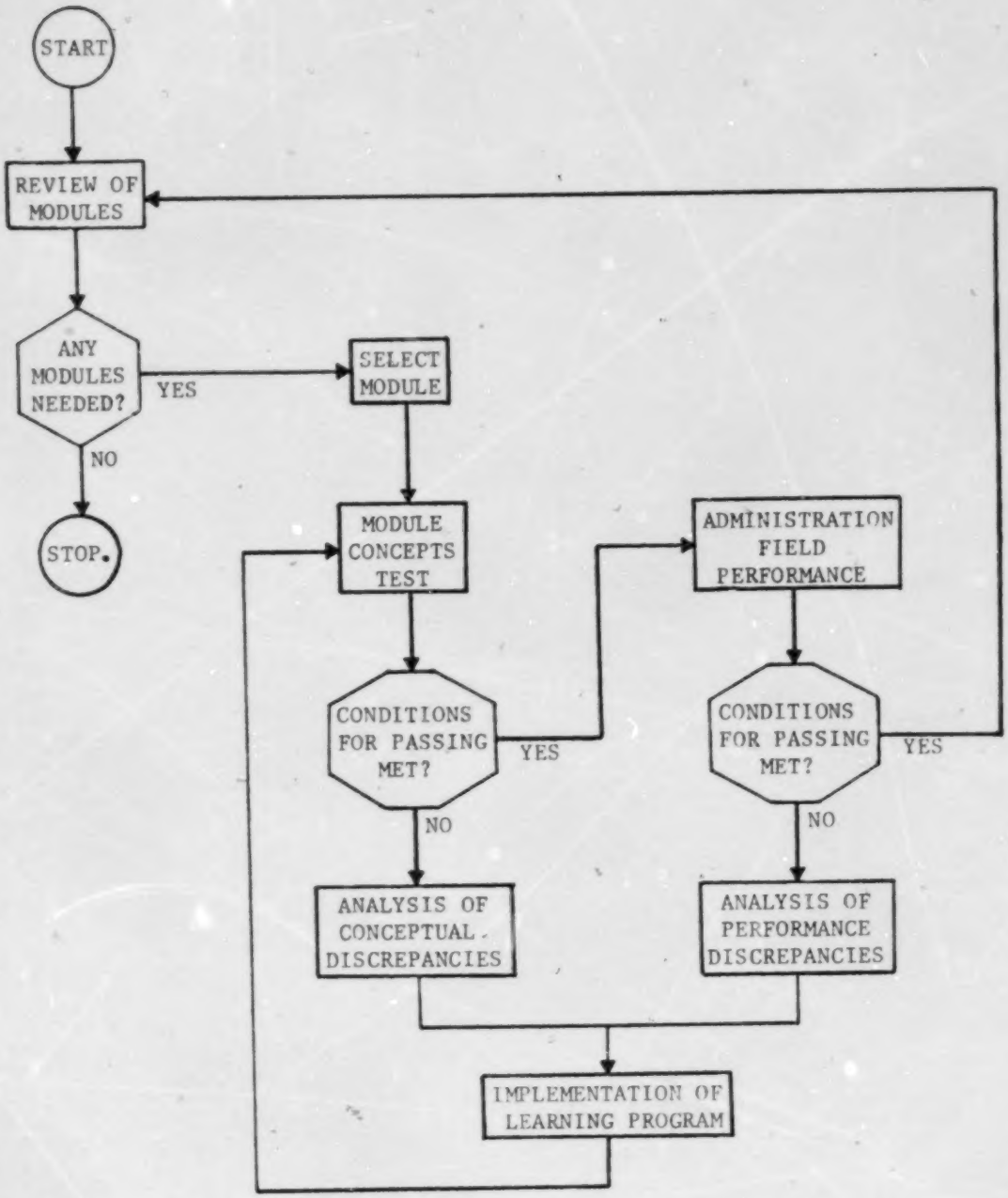
APPENDIX A

PROGRAM FLOWCHART

MODEL MODULES

A-1

Program Flowchart for Curriculum Development



Explanation of Flowchart

The flowchart was designed to give help both to the curriculum designer and to the student (superintendent) using the modules. The chart describes the process and steps through which the student should progress beginning with entry into the program and ending with the student's exit.

The student "Starts" the program with a "Review of Modules". At this point the student briefly reads in sequence all of the modules. The student then responds to the question "Any Modules Needed?". The choice of answer determines the direction to be taken. If the answer is "No", the student exits the program. This means that the student feels that he/she has competencies in all the areas of the program and does not need further help.

However, if the student answers "Yes" to the question "Any Modules Needed?", any one of the modules can be selected and the program continued. There is no prescribed sequence specified by the authors of this report.

A "Module Concepts Test" is then administered to the student. If "Conditions for Passing Met?" is answered "No", an "Analysis of Conceptual Discrepancies" is performed on the test results to determine what particular areas of the module need concentration by the student. It may not be necessary to cover the entire module. In the "Implementation of Learning Program" phase only those concepts in which the student is weak need to be studied. Following the "Implementation of Learning Program" the "Module Concepts Test" is again given to assess the student's improvement. The student continues in this cycle until the "Conditions for Passing Met?" can be answered "Yes".

When the answer to this question is "Yes", the student then moves to the "Administration Field Performance" phase of the program. This step is interpreted to involve the student in the actual performance of administrative tasks in his/her school district. The student is evaluated to see if the module concepts being studied have been satisfactorily implemented in his/her district. If the answer to the question "Conditions for Passing Met?" is "No", an "Analysis of

Performance Discrepancies" is performed. After the analysis is complete the student enters or re-enters the "Implementation of Learning Program" for training in those areas in which the student is determined to be weak. Again the student continues this cycle until the answer to all aspects of the question "Conditions for Passing Met?" is "Yes".

When the answer becomes "Yes", the student goes back to "Review of Modules" and begins again the entire process as has been described until he/she completes all modules necessary to strengthen his/her competencies.

A-3

A Design Guide for Instruction

Module I (Task 1)

Critical Competency:

Identifying purposes and objectives of the vocational program.

Rationale:

Vocational programs are designed to provide practical training experiences in one's preparation for the world of work. Therefore, such programs receive proper direction only when their purposes and objectives are practical and relevant.

Goals:

1. A working knowledge of the state guidelines and plans for vocational programs.

2. A knowledge base of the philosophy and historic development of vocational education.

3. The ability to articulate practical arts education and vocational education in terms of their aims, program content and interdependence.

Objectives:

1. The superintendent will identify the major topics covered in the state guidelines and plans for vocational programs.

2. The superintendent will list vocational program purposes identified in the state plan for vocational education.

3. The superintendent will identify the historic development and philosophy of vocational education.

4. The superintendent will differentiate between practical arts, vocational industrial arts, and vocational education in terms of their aims and program content differences.

Pre-assessment and Post-assessment Design Guide:

1. Content mastery for these instruments will be based on some predetermined performance level.

2. A pre-assessment and/or post-assessment analysis of discrepancy will be performed on these instruments for instructional guidance.

3. These instruments should include, but not be limited to, the following:

   a. matching and/or multiple choice questions.

   b. listing questions. The items listed may or may not be required in a priority order.

   c. true and false statements followed by a short justification of the answer choice.

A Design Guide for Instruction

Module XI (Task 25)

Critical Competency:

Keeping staff members clearly informed as to what is expected of them.

Rationale:

Organizations that work to improve their internal communications network have fewer misunderstandings between management and worker. Staff members who have a clear understanding of what is expected of them are better able to perform their jobs.

Goals:

1. Be cognizant of the need for communications skills.
2. Be cognizant of techniques involved in communications skills.
3. Be aware that "what" is communicated (job description, program expectaions and/or community needs, etc.) is as important to the clearness of communications as is the method of communication.
4. Be aware that trivia communicated in the same way as non-trivial information can impede or impair the communication process.

Objectives:

1. The superintendent will identify and describe various techniques involved in communication skills.
2. The superintendent will critically analyze and differentiate between different examples of communications as either being desirable or undesirable.
3. The superintendent will list types of information that can impede and/or impair the communication process.

Pre-assessment and Post-assessment Design Guide:

1. Content mastery for these instruments will be based on some pre-determined performance level.
2. A pre-assessment and/or post-assessment analysis of

discrepancy will be performed on these instruments for instructional guidance.

3. These instruments should include, but not be limited to, the following:

   a. matching and/or multiple choice questions.

   b. questions which require the rearrangement of given answer choices into a priority order followed by a short justification for the chosen priority.

   c. multiple choice questions with answer possibilities differing in degree of correctness rather than in absolute correctness.

   d. listing questions. The items listed may or may not be required in a priority order.

   e. open-ended questions requiring short answer completions.

   f. true and false statements followed by a short justification of the answer choice.

A-5

A Design Guide for Instruction

Module XV (Task 29)

Critical Competency:

Prepare and keep adequate financial records of all vocational programs.

Rationale:

In order to determine the financial status of vocational programs it is necessary that accurate, legible and substantiated records are maintained.

Goals:

1. Must have working knowledge of fund accounting and record keeping consistent with federal, state and local requirements.

2. Must be able to organize record-keeping tasks to facilitate audits of supervising agencies.

3. Must be able to supervise people to whom authority has been delegated for administrative and accounting functions.

Objectives:

1. The superintendent will identify acceptable fund accounting and record-keeping procedures and standards consistent with federal, state and local requirements.

2. The superintendent will organize record-keeping tasks to facilitate audits by supervising agencies.

3. The superintendent will demonstrate the skills necessary to supervise people to whom authority has been delegated for administrative and accounting functions.

Pre-assessment and post-assessment Design Guide:

1. Content mastery for these instruments will be based on some predetermined performance level.

2. A pre-assessment and/or post-assessment analysis of discrepancy will be performed on these instruments for instructional guidance.

3. These instruments should include, but not be limited to, the following:

a. matching and/or multiple choice questions.

b. open-ended questions requiring short answer completions.

c. true and false statements followed by a short justification of the answer choice.

d. questions which require the rearrangement of given answer choices into a priority order followed by a short justification for the chosen priority.

A Design Guide for Instruction

Module XXI (Task 37)

Critical Competency:

Insuring that health and safety standards are maintained.

Rationale:

The safety and welfare of all school students and personnel is imperative. In vocational programs there is a higher possibility of accident than in the more traditional academic classrooms. There is a need, therefore, for the superintendent to be involved in maintaining specialized health and safety standards.

Goals:

1. Be aware of federal, state and local health and safety standards and requirements.
2. Be cognizant of safety rules and codes of conduct which should be included as part of the curriculum.
3. Be aware of the desirability and usefulness of periodic safety inspections.
4. Be aware of the desirability and usefulness of a coordinated safety program that is relative and common to all vocational programs.

Objectives:

1. The superintendent will list sources in which information concerning federal, state and local health and safety standards and requirements can be located quickly.
2. The superintendent will identify and select safety rules and codes of conduct to be included as part of the curriculum.
3. The superintendent will describe desirable and useful procedures for periodic safety inspections.
4. The superintendent will identify and list general safety and health standards that are relative to all vocational programs.

Pre-assessment and Post-assessment Design Guide:

1. Content mastery for these instruments will be based on some predetermined performance level.

2. A pre-assessment and/or post-assessment analysis of discrepancy will be performed on these instruments for instructional guidance.

3. These instruments should include, but not be limited to, the following:

   a. questions which require the rearrangement of given answer choices into a priority order followed by a short justification for the chosen priority.

   b. open-ended questions requiring short answer completions.

   c. matching and/or multiple choice questions.

   d. listing questions. The items listed may or may not be required in a priority order.

   e. true and false statements followed by a short justification of the answer choice.

APPENDIX B

LIST OF

PARTICIPATING SUPERINTENDENTS

B-1

Pilot Testing

Phase II

Fred Hopson
A&M Consolidated ISD
College Station, TX

John S. Freeman
Anderson-Shiro ISD
Anderson, TX

Dr. Sid Stevenson
Burton ISD
Burton, TX

Jack Faulds
Caldwell ISD
Caldwell, TX

Buddy R. Dulin
Cameron ISD
Cameron, TX

E. R. Pharis
Dime Box ISD
Dime Box, TX

R. E. Hawthorne
Madisonville ISD
Madisonville, TX

Clayton W. Todd
North Zulch ISD
North Zulch, TX

Phase III

J. W. Baker
Bremond ISD
Bremond, TX

Jimmie Hauk
Buckholts RHSD
Buckholts, TX

Ben W. Cobb
Fayetteville ISD
Fayetteville, TX

Bill B. Shirley
Hempstead ISD
Hempstead, TX

Chester McLeroy
Iola ISD
Iola, TX

A. P. Kleinschmidt
Lexington ISD
Lexington, TX

Charlie Martin
Milano ISD
Milano, TX

W. C. Vincent, Jr.
Rockdale ISD
Rockdale, TX

Interviews - Phase II

Pat Blankenship
Adrian ISD
Adrian, TX

John McClendon, Jr.
Alto ISD
Alto, TX

Charles Penney
Big Sandy ISD
Big Sandy, TX

E. O. Martin
Bowie ISD
Bowie, TX

Jim W. Wilkerson
Breckinridge ISD
Breckinridge, TX

C. B. Barbee
Bronte ISD
Bronte, TX

Dan F. Rankin, Sr.
Byers ISD
Byers, TX

Hubert Harris
Clint ISD
Clint, TX

W. A. Wilson
Coahoma ISD
Coahoma, TX

Leland E. Edge
Community ISD
Nevada, TX

James Roy Kile
D'Hanis ISD
D'Hanis, TX

Weldon Snodgrass
Electra ISD
Electra, TX

Thomas W. Cameron
Fairfield ISD
Fairfield, TX

Cal P. Wester
Ferris ISD
Ferris, TX

Charles C. Arthur
Fort Hancock ISD
Fort Hancock, TX

E. B. Hosea
Goree ISD
Goree, TX

Gailen Stewart
Grand Saline ISD
Grand Saline, TX

Roger Oliver
Gustine ISD
Gustine, TX

W. C. Wooldridge
Hallsville ISD
Hallsville, TX

Douglas Butler
Hemphill ISD
Hemphill, TX

W. W. Malkey
Hillsboro ISD
Hillsboro, TX

Adolph Hryhorchuk
Hudson ISD
Lufkin, TX

Kermit L. Sorrells
Iraan-Sheffield ISD
Iraan, TX

Tim McPherson
Jacksboro ISD
Jacksboro, TX

W. R. Baker
Knox City ISD
Knox City, TX

O. R. Perkins
Laneville ISD
Laneville, TX

Sam P. Barnes
Lazbuddie ISD
Lazbuddie, TX

H. R. Burnett
Lorena ISD
Lorena, TX

William M. Nelson
Lumberton ISD
Silsbee, TX

Clifford J. Hughes
Midway ISD
Henrietta, TX

George Cullender
Monahans-Wickett-Pyote ISD
Monohans, TX

Nolan L. Kinsey
Moody ISD
Moody, TX

John C. Webb
Navasota ISD
Navasota, TX

Harlan Thacker
New Diana ISD
New Diana, TX

W. S. Long
North Hopkins ISD
Sulphur Springs, TX

W. H. Moseley
Prosper ISD
Prosper, TX

W. G. Burden
Raymondville ISD
Raymondville, TX

H. W. Slaughter
Rio Vista ISD
Rio Vista, TX

James H. Doughty
Riviera ISD
Riviera, TX

Paul D. Gothard
Highland ISD
Roscoe, TX

Clifford L. Curry
Round Top-Carmine ISD
Carmine, TX

Roy C. Cooley
Sabine ISD
Gladewater, TX

B-2 (Continued)

Interviews - Phase II

Charles F. McWatters
San Isidro ISD
San Isidro, TX

William C. Grusendorf
San Saba ISD
San Saba, TX

Charles R. Hohertz
Shallowater ISD
Shallowater, TX

Billy K. Galbreath
Smiley ISD
Smiley, TX

W. E. Dalchau
Snook ISD
Snook, TX

William James
Somerset ISD
Somerset, TX

Elliott Lansford
Splendora ISD
Splendora, TX

Maurice English
Springtown ISD
Springtown, TX

Howard Greer
Sunray ISD
Sunray, TX

Don Williams
Texline ISD
Texline, TX

B. C. Sims
Thorndale ISD
Thorndale, TX

A. F. Cobb
Three Rivers ISD
Three Rivers, TX

W. E. Neill
Tornillo ISD
Tornillo, TX

Burl Jameson
Water Valley ISD
Water Valley, TX

Thomas F. Fields
Wells ISD
Wells, TX

R. W. Standefer, Jr.
White Deer ISD
White Deer, TX

Harold Knape
Yoakum ISD
Yoakum, TX

Interviews - Phase III

Elmer Grounds
Alpine ISD
Alpine, TX

A. C. Blunt
Aransas Pass ISD
Aransas Pass, TX

Arnett S. Weeks, Jr.
Bangs ISD
Bangs, TX

Harold D. King
Carrizo Springs ISD
Carrizo Springs, TX

David Malone
Chester ISD
Chester, TX

J. R. Jerreries
Comanche ISD
Comanche, TX

George E. Moore
Cushing ISD
Cushing, TX

Kenneth Almond
Dayton ISD
Dayton, TX

Jesus Gomez
Eagle Pass ISD
Eagle Pass, TX

Bennie D. Rutherford
Everman ISD
Everman, TX

Charles Skeen
Follett ISD
Follett, TX

John F. Ward
Friendswood ISD
Friendswood, TX

Roy Johnson
Gladewater ISD
Gladewater, TX

Ray Coe
Holliday ISD
Holliday, TX

A. G. Elder
Joshua ISD
Joshua, TX

Berry L. Bridges
Luling ISD
Luling, TX

C. M. Hanson
Newcastle ISD
Newcastle, TX

W. H. Ford, Jr.
Quinlan ISD
Quinlan, TX

W. N. Corder
Robstown ISD
Robstown, TX

J. F. Huie
San Perlita ISD
San Perlita, TX

Russell McMeans
Stanton ISD
Stanton, TX

Earl A. Jones
Star ISD
Star, TX

Rufugio S. Garza
West Oso ISD
Corpus Christi, TX

Richard L. Capps
Whitewright ISD
Whitewright, TX